

# Dubmire Daycare

Dubmire Primary School, Houghton Le Spring DH4 6HL



<b>Inspection date</b>	29 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders have a clear vision for the setting and continually strive for improvement. Staff are very committed and passionate about their roles and responsibilities. Self-evaluation systems are extremely effective, helping to enhance future learning opportunities for children and maintain the highest level of achievement.
- Support for staff is superb, including those who are new to the team. They benefit from highly focused observations of their teaching, supervision arrangements and ongoing training opportunities. This helps staff to reflect upon and improve their outstanding teaching even further.
- Staff constantly observe and reflect on children's levels of engagement. They are skilled in following children's lead and intervening to support and extend learning to provide high levels of challenge. Staff respond to children's interests and fascinations during spontaneous play.
- Children's independence is promoted exceedingly well and children thrive in the setting. From the outset, staff encourage and support children to do things for themselves. All children demonstrate an excellent understanding of the daily routines and are extremely self-reliant and self-assured.
- Staff establish excellent partnerships with parents. They involve them in all aspects of their children's learning and exchange valuable information about their children's progress.
- Children form very close bonds with their key person and the caring staff. There is excellent support for children and their families. Children are frequently praised and they develop high levels of confidence and self-esteem.
- Staff have established strong links with the host primary school. Children are extremely well supported for the next stage in their learning and their eventual move to school.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- continue to implement the action plans to provide even more inspiring and innovative opportunities for children who prefer to learn outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Amy Keith

## Inspection findings

### Effectiveness of leadership and management is outstanding

Leaders meticulously monitor the quality of practice and ensure that areas for improvement are acted upon quickly. Future plans for development are incisive, taking account of the views of parents, children and staff. Leaders have innovative plans to continue to support children who prefer to learn outdoors. Newly developed systems to monitor children's progress provide detailed information about children's achievements. Leaders identify gaps in children's learning and implement effective strategies to ensure all children reach their full potential. Safeguarding is effective. Robust systems are in place to ensure children's safety at all times. Staff have detailed knowledge of child protection and know who to contact should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is outstanding

Staff are well qualified and highly skilled. They have an excellent understanding of all children and their individual interests. Staff are highly responsive to children's learning and care needs and make excellent use of every opportunity to teach children new knowledge and skills. For instance, staff introduce new vocabulary at key points in the day, which supports babies to learn new words at a rapid rate. Staff have high expectations of children and provide them with a rich variety of challenging learning experiences. This helps children to be well motivated, confident, independent and actively engaged. Pre-school children benefit from focused teaching opportunities to develop their listening and attention skills. During a role-play activity, they speak confidently, provide detailed explanations and answer challenging questions when they pack bags to go on a camping trip.

### Personal development, behaviour and welfare are outstanding

The learning environment is highly stimulating and well resourced. Children benefit from many opportunities to explore the on-site woodland area. Two-year-old children demonstrate excellent physical skills as they build dens and bridges. They demonstrate exceptional levels of engagement and link their experiences to prior learning when they build homes for characters from familiar stories. Children develop a strong sense of self and belonging. Staff place a high priority on children's emotional well-being. They work extremely closely with families during children's settling-in period. This helps ensure that there is continuity in the setting and at home and that children's care needs are extremely well met. Staff work superbly together and are committed to meeting the specific needs of individual families. Staff actively seek out the services and funding to help children make the best levels of progress.

### Outcomes for children are outstanding

All children, including those in receipt of funded early education, make consistently high rates of progress in all areas of learning. They show high levels of curiosity, imagination and concentration. From a young age, children show care and concern for their friends. Staff skilfully support two-year-old children to take turns with toys and equipment. They quickly learn to play cooperatively together and behave extremely well. Older children become exceptionally confident communicators and develop a deep love of learning.

## Setting details

<b>Unique reference number</b>	EY542957
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10090181
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Aim High Academy Trust
<b>Registered person unique reference number</b>	RP542956
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 5005959

Dubmire Daycare registered in 2017. The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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